



LEARNING ENGLISH AS SECOND LANGUAGE IN THE ENGINEERING COLLEGES OF A.P

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ABSTRACT

Teaching is considered the active skill while learning the passive skill. When children do not acquire a second language in the expected time, it is assumed that there is something wrong with the educational programme they are being exposed to. In the process of language learning it is observed that there are some students who show tremendous progress on acquiring the new language. Similarly, even on the best programmes there are some students who show little progress. Learning strategies are special ways of processing information that enhance comprehension and learning.

The aim of learning English in Indian Technical colleges is to help the students to acquire both receptive and productive usage of it. The students are expected to acquire both theoretical and practical command over English. They should be able to first understand spoken English (Listening), Speak English (Speaking), read English (Reading) and write English (Writing). These are the four basic aims of learning English. Listening and Reading skills are termed as Receptive process, while speaking and writing are termed as Productive process.

The present paper deals with the general process of evaluating a Second Language Acquisition. It presents the requirements of assessing the four skills of English Language, Listening, Speaking, Reading and Writing. It also discusses the process of self evaluation expected by the learners. It illustrates the several aspects of Second Language Acquisition. It presents the need profile of engineering students in Andhra Pradesh (A .P) and their exposure to English as Second Language. It brings forth English Curriculum prescribed in the engineering colleges of A.P.

It discusses the evaluation process implemented by the two universities of A.P Jawaharlal Nehru Technological University Kakinada (JNTUK) and Acharya Nagarjuna University (ANU) in A.P.

Therefore, a review of the English Language Teaching (ELT) situation in the Engineering colleges of A.P is done to understand the conditions under which the English teachers and the students function. English is used as the medium of instruction. It is found that factors like

vernacular background, poor previous training in the use of English, the age of the students and their proficiency levels influence the vocabulary standards of the engineering students. Curriculum of the B. Tech students in the colleges of the two universities under the study has been analyzed.

The present study is an attempt to carry out research in the Engineering Colleges of Andhra Pradesh (A.P.). It tries to find out the Language Learning Strategies (LLS) often applied by the students of engineering colleges situated at three major districts- Krishna, Guntur and Prakasam in Andhra Pradesh. It attempts to explain the English Language Teaching in both India and Andhra Pradesh. It presents an overview of engineering colleges in A.P. and English education in terms of its syllabi, textbooks, and tests. It tries to analyze English curriculum implemented by the two universities under the present study namely, Jawaharlal Nehru Technological University (JNTUK) and Acharya Nagarjuna University (ANU).

A Review of Engineering Colleges in three districts:

The present study is concerned with the students belonging to the three major districts of Andhra Pradesh-Krishna, Guntur and Prakasam. The below table illustrates the detail list of Engineering colleges in the three districts under the present study.

District Wise Colleges:

District	Krishna	Guntur	Prakasam
JNTUK	38	37	7
ANU	5	8	Nil
Total	43	45	21

Table-1

Thus, there are around hundred and nine Engineering colleges offering technical courses to the students in the districts discussed in the present study. Out of these hundred and nine technical institutes, thirty eight Engineering colleges are located in Krishna while thirty seven in Guntur and twenty one in Prakasam respectively affiliated to JNTUK. The number of engineering colleges affiliated to ANU is only five in Krishna district and eight in Guntur district.

A few other colleges are affiliated to these two universities but run by an autonomous administration. Such engineering colleges design their own curricula and examination pattern. Vignan's Foundation of Science, Technology & Research and Koneru Lakshmaiah Education Foundation are declared as Deemed Universities by the Ministry of Human Resource Development in A.P.

Jawaharlal Nehru Technological University Kakinada (JNTUK)

Jawaharlal Nehru Technological University (JNTU) is originally called, 'The College of Engineering, Vizagapatam' at the time of its inception in 1946. It is now an expansive campus located at the Port city of Kakinada, East coast of India. Kakinada has a rich political literacy and cultural heritage passed on through generations. This college has turned out to be a constituent of the Jawaharlal Nehru Technological University w.e.f 02-10-1972 through an act of legislature along with other sister institutions under the control of the then Director of Technical Education Administration of Andhra Pradesh. Earlier, it is associated to Andhra University. The college has become autonomous in the year 2003(JNTUK: 2011)

Due to the rapid expansion that has gone by in the field of Technical Education in A.P, about 165 Engineering colleges are affiliated to Jawaharlal Nehru Technological University

Kakinada (JNTUK). Moreover, this university campus college is entrusted the responsibility of conducting the examinations in all the 165 colleges in this zone in the capacity of a Nodal Centre. Some of its activities are to:

- Conduct End-Semester examinations
- Valuation of answer scripts in different spot centers.
- Announcement of results.

Acharya Nagarjuna University (ANU):

Acharya Nagarjuna University is established in 1976 by Act 43 of A.P. State Legislature. Since then, it has achieved tremendous progress through quantitative expansion and qualitative improvement on various academic fronts. It offers graduate and post graduate courses in and off the campus colleges. ANU College of Engineering & Technology is established in the 2009-2010 academic year in the university campus. It is started with an aim of imparting technical values in the students, who in return change the shape of global scenario in engineering arena. Apart from the campus college, there exist five and eight engineering colleges affiliated to ANU in Krishna and Guntur districts respectively.

The principles to be adopted by the ANU are as follows :

- Meet the changing needs of the learners
- Follow certain objectives
- The subject matter should be in tune with the learning environment of the students
- Train the students both academically and professionally
- Evaluation pattern should be outlined

Thus both the universities under the present study follow a certain pattern of evaluation.

Evaluation:

Language evaluation helps the instructors in finding out the causes that hinder the all round development of the learners. Sharma reveals the fact that objectives, learning experiences and evaluation are interrelated with each other. The benefits of evaluation are as follows:

- It provides learners an opportunity to express their views.
- Increases creativity.
- Develop students' language skills.

The study suggests long-term, continuous, or decisive evaluation contrast with ground certainty and problems accounted by teachers, suggesting that ongoing evaluation can become significant only when teachers and learners both take accountability for their own progress, rather than performing to external benchmarks real or imaginary; instant or eventual.

To employ this procedure it is essential that teachers and learners must be able to identify the occasion of learning, a rational augmentation as hardly noticeable as corporal development. For an instance, the absurdity of a nutritional programme excluding crash diets or miracle growth foods. A deep understanding of the learning way, which is self-regulatory, is essential to develop students' language learning and proficiency. It is assumed that all evaluation should ultimately aim at self-evaluation if learners are to be able to exercise choices for learning and become lifelong learners.

It is how one evaluates that decides whether a student wants to be evaluated. While even the most child-centered methods of evaluation are anxiety provoking for some, there is no question that a system of evaluation must be put in place. It is thus a question of both how and how much that matters. Learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way toward the next step in learning. Unfortunately, for most students the immediate role played by current evaluation methods within the learning process is not clear.

Continuous evaluation has to facilitate and guide teaching by influencing the learner's existing phase of growth or attainment, in order to recognize his/her sector of proximal improvement. Therefore, Learning attainments are results of language opportunities. The present study lists out a few pointers to that help in attainment.

Typically, learner control of language is reflected in longer mean length of utterance; sustained language input is reflected in such a growth in output through visuals. In contrast, students from rigidly taught classrooms remain inarticulate, or produce single words, mostly nouns, in response to such pictures. Thus, teachers can get an intrinsic sense of language growth in the child with such a task, administered at three or four-month intervals.

Speaking:

In Mother tongue(s) learning, speech progresses from a one-word, mostly nouns, stage to the production of multi-word sentences with verbs, auxiliaries, determiners, adjectives, and prepositions, perhaps through a two-word stage. Thus, evaluation can be done as follows:

- In the form of an entry in a portfolio that is maintained for each child.
- Documented in teacher and student diaries.
- Learners can be encouraged to maintain private, frank diaries of their learning experiences, in a language they know, to monitor their own progress.

Reading:

Reading programmes such as English 400 have a built-in assessment, with cards arranged in graded levels of difficulty for monitoring progress. They need standardization for evaluation.

Evaluation:

- As students generally are more proficient in decoding, they read faster words per minute with fewer mistakes. There may be some who progress from the mere spelling out of the letters of a word, to spelling and sounding out the remark using spelling out as a “word attack” skill for new words.
- Scanning a manuscript such as a catalog, a telephone index, an advertisement can be used for information.
- Reading for given information.
- Reading for inference
- Extended reading

Listening and Writing

The testing of writing and listening can similarly be broken up into sub-skills. This sort of testing can be complemented by integrated language tests (beginning with the cloze test, for example). A sub-skills approach to evaluation reflects the teachers’ intuitions that particular students may have particular strengths; extroverted, articulate speakers may not be very interested in or good at an introverted, private activity like reading. The instructor can make out areas of strength as well as areas where help is needed. (Vijaya: 2005)

Self Evaluation

Generally, in continuous evaluation students they are supposed to evaluate. This gives the students a sense of involvement in learning in the following way:

- Reading age-appropriate material o Listening to and understanding age appropriate material
- Conversing on age-appropriate topics

- Writing on age-appropriate topics
- Control over receptive vocabulary
- Control over expressive vocabulary (168).

Thus, national benchmarks for language proficiency need to be evolved by first gathering reliable descriptive data in all these respects from representative all-India samples. Such benchmarking of national norms or averages is well known as a precursor to the adoption of support initiatives where necessary in the social sciences and education. It also balances the curricular freedom provided during the learning process, with the standardization of evaluation that certification ultimately requires.

The benchmarking leads to a set of National English Language Tests, a stock of tests that students and instructors can use for self-evaluation by opting to obtain them. These tests should permit for a much greater measure of proficiency than a broad overall grade or score. It is a robust teacher intuition that not all learners are equally at home in all the four skills; thus, good speakers may not be good writers, as there may be a trade-off between accuracy and fluency in the learning process. Neither are all skills equally important for all professions.

Scores that reflect differential learner aptitudes and strengths enhance employment potential, and have a wash back effect on the curriculum. Importantly, a set of National English Language Tests serve to counter the current problem of Second Language acquisition. On the whole, standardized national benchmarks for language skills those culminate in a set of National English Language Tests for various levels would:

- Allow individual students to get a sense of where they stand, their strengths and weaknesses, and how to progress.
- Balance freedom of learning with standardization of assessment.

According to Crystal, English language teaching is thought to be exclusively a matter of teaching strategies. It is thought that, if teaching were above a minimum level of efficiencies, learning would naturally follow. Teaching is considered the active skill while learning the passive skill (375).

When children do not acquire a second language in the expected time, it is assumed that there is something wrong with the educational programme they are being exposed to. In the process of language learning it is observed that there are some students who show tremendous progress on acquiring the new language. Similarly, even on the best programmes there are some students who show little progress. Learning strategies are special ways of processing information that enhance comprehension and learning. As for how students, Norman summarizes as,

“It is strange that we expect students to learn yet seldom teach them about learning. It is time that we made up for this lack, time that we developed the applied disciplines of learning, problem solving and memory. We need to develop the general principles of how to learn, how to remember and how to solve problems and then to develop practical courses, and then to commence the position of these methods in academic curriculum” (97).

Cognitive approach views learning as an active process that occurs within the learners and which can be influenced by the learner. Instead of viewing the outcome of learning as depending mainly on what the teacher presents, the outcome of learning is supposed to depend jointly on what information is presented and on how the learner processes that information. Weinstein and Mayer state,

"The use of particular learning strategies during learning can affect the encoding process, which in turn effect the learning outcome and performance" (11-22).

Crystal also opines,

“Students can benefit from being taught to 'learn how to learn' foreign languages". (48).

Chamot (1990) is of the opinion that,

"Training students to use particular learning strategies improves their language performance".

Some observational studies of successful second language learners reveal that successful second language learners employ active learning strategies in order to learn more effectively. According to Cook (1991), good language learners find a learning style that suits them, involve themselves in language learning process, and develop an awareness of language both as a system and as communication. They do not treat language solely as communication or as educational information mutually.

Language learning is complete only when one has mastered all the four language skills. Hence, there is a need for a more controlled research on second language learning strategies especially when language acquisition is viewed as a cognitive skill.

Receptive and Productive Usage:

The aim of learning English in Indian Technical colleges is to help the students to acquire both receptive and productive usage of it. The students are expected to acquire theoretical and practical command over English. They should be able to first understand spoken English (Listening), Speak English (Speaking), read English (Reading) and write English (Writing).

These are the four basic aims of learning English. Listening and Reading skills are termed as Receptive process, while speaking and Writing are termed as Productive process.

Listening

In the process of both L1 and L2 learning, listening is the basis because language is first received then expressed. Learners should be given a lot of practice in Listening. At graduate level, as of Engineering students should be enabled to understand spoken English required in ordinary tête-à-tête, substitution of compliments, receiving orders or directions and listening to lectures, talks, debates, seminars, group discussions and so on. Thus, active listening is the basis for effective language learning.

Speaking

The second basic skill in learning a language is to speak the language. The engineering students have to express themselves in responding to the questions posed by teachers. Further, they practice oral activities like conversations, role-plays, Group discussions, debates, speeches- extempore and prepared and mock interviews. English is required in every sphere of life. It is a language of day-to-day communication.

Reading

Reading is an important skill to be acquired by L2 learners. They need to comprehend the meaning of written material. The Engineering students are required to comprehend the technical terms through intensive reading.

Writing

Writing correct English is the most important aspect of English language learning. It is apart from speaking, only through writing a person express himself or herself. The Engineering students need to write letters, job applications, reports, paragraphs and essay topics.

Hence, it is clear that vocabulary is necessary for the engineering students. It is accepted that it is highly impossible for even the native speakers to master all the words of that particular language. The Engineering students are obliged to reach a basic threshold proficiency level in English both academically and professionally. During the early stages of acquisition, they listen to the language, engage in interaction and as a result, they learn to identify the forms and the meanings of new words, which they remember and in due course, come to use. Here, their primary focus is not on learning new words; rather they learn them as a by-product of engaging in oral communication with others.

Aspects of Second Language Acquisition:

The previous researches in vocabulary acquisition have focused on three aspects:

The strategies that learners employ in intentional vocabulary acquisition (Cohen: 1990). This research indicates that learners can enhance their retention of new words if they employ various mnemonic strategies, such as the key-word method.

- The incidental vocabulary acquisition that takes place as a result of learners' attempts to understand written texts (Dupay and Krashen: 1993). It shows that they can successfully learn new words incidentally as they read for comprehension, although they may need multiple exposure to words before they can begin to use them productively.
- Yoshida found out that quantitative aspect of the learners' expanding lexicon (91) and Palmberg suggests that in the early stages, learners learn nouns rather than verbs or adjectives and that, in contrast to L1 acquisition, words are acquired at a fairly steady rate (98).

Generally, there are three methods of Second Language Acquisition. The first is active or productive that occurs in one's spoken and written language. The second is passive or receptive vocabulary which occurs in listening and reading. The third sort of vocabulary is adhoc vocabulary. Vocabulary is also classified into four categories – high occurrence words, scholastic words, technical words and low frequency words. The study discusses these four categories in detail.

High-Frequency Words

The structure and content words form high frequency words in written and spoken texts. In every language there are some words by dint of their function and referential prominence spoken and heard more often than others. For example, the word 'chair' is used more frequently than 'penguin'.

Low Frequency Words:

These words are several in numbers.

Academic words

These words are very common in different kinds of academic texts comprising 9% of the running words in the text.

Technical Words

These words are very closely related to the topic and subject area of the texts covering 5% of the running words in a text.

Learning words in any language other than one's mother tongue is not a day's task. Researchers in second language acquisition are of opinion that words are gradually learned over a period of time from numerous sources of exposure. Hence there are different aspects of learning a word. Vocabulary knowledge consists of meaning and word form. There are different aspects and degrees of knowing a word. Vocabulary knowledge could be gained in terms of the receptive and productive knowledge. It is assumed that the receptive knowledge occurs first followed by the productive.

There are various facets of knowing a word. A word's meaning must be learned before that word is used. The potential knowledge that can be known about a word is rich and complex. Nation proposes the following list of the different kinds of word knowledge that a person must master in order to know a word.

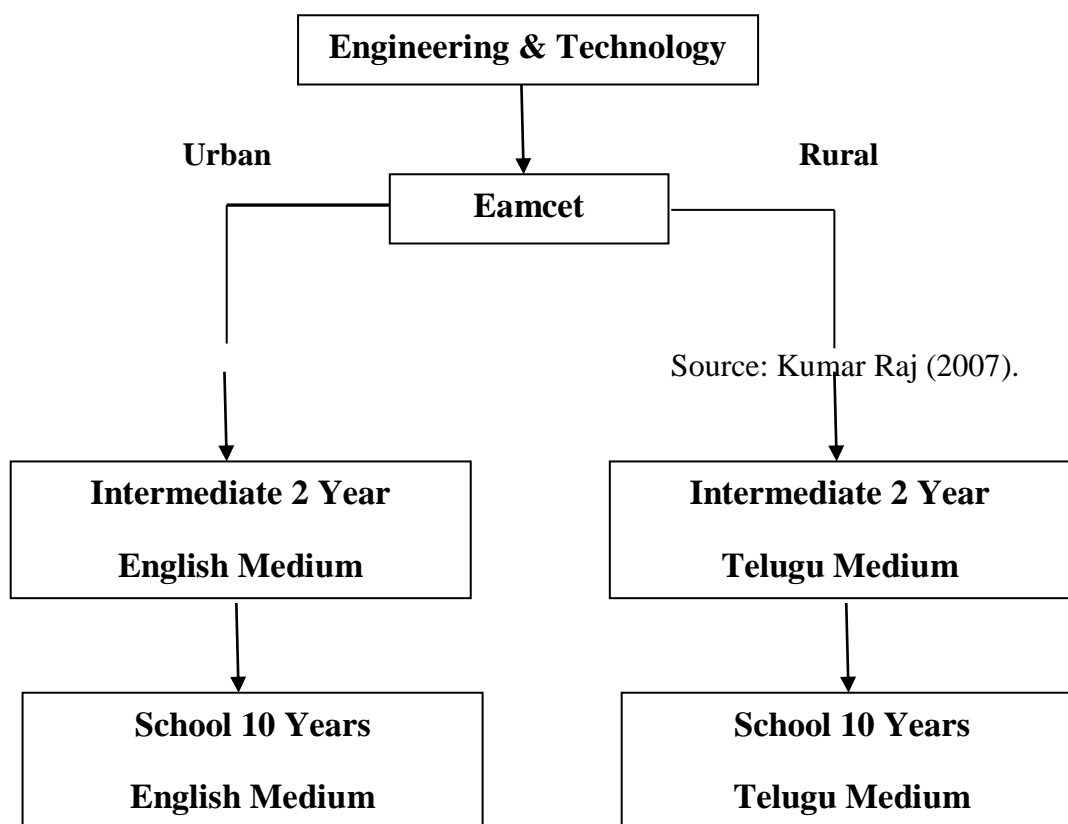
- The meanings of the word
- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The register of the word
- The association of the word
- The frequency of the word (31)

All the above types of word knowledge that are interrelated are necessary for the students in using a word in the wide variety of language situations they come across.

The Need-Profile of Students of Engineering in A.P

The students in the Engineering sector are learners at the tertiary level. They exhibit a wide variety in their capacities of achievement and ability of learning. Hence there is a need to draw a need-profile of the students of Engineering in terms of the English language. This would help in identifying their problem.

The below figure clearly portrays that candidates entering the Engineering sectors in A.P have varying backgrounds. After completing their secondary and Board examinations, they get admitted into engineering colleges having qualified EAMCET. They exhibit a wide variety of attainments in English. As the admission of the two universities under the study reveals, the entrants into the engineering stream come from varying backgrounds. Some enter the Professional colleges from rural background while some from urban areas.



The students also present another mixture, that is, that of media, English and Telugu (the regional language). The variation in their proficiency levels is striking. This is a common feature at the tertiary level almost in every field of higher education in India.

Usage of English among Engineering Students:

The medium of instruction in the Engineering colleges of A.P is English. As the lectures are in English they use the language in the classroom. The textbooks and the reference books are also in English. Hence English is both an academic language and a library language as mentioned by Kumar Raj in his M.Phil thesis,

A. In the classroom they need English for.....

- Listening- for understanding the class lectures, guest lectures and seminars.
- Speaking- for answering questions in the class and participating in seminars.
- Reading- textbooks, reference books and journals.
- Writing- note taking, note making writing assignments, reports and examinations.

In the job situation they need English for.....

- Communicating with superiors and colleagues (Listening & Speaking).
- Extracting information from memos, reports and technical manuals.

Writing letters, memos and reports (86-87).

English Curriculum in Engineering Colleges:

There have been several revisions in the course material of English in the two universities under the present study—JNTUK and ANU. Mainly, the focus of these revisions is to enable the students to

- Extend the vocabulary of the students in the directions of their later needs.
- Understand verbal English in the appearance of lectures.
- Understand written English available in the prescribed textbooks.
- Use idioms and phrases frequently appearing in technical literature.
- Know the meaning of the new words by analyzing their structure.
- Correctly spell the difficult words.
- Create grammatically accurate sentences.
- Comprehend specialized lectures in the technical subjects.
- Practice spoken communication suited to the professional situations such as group discussions, board meeting, seminars and conferences (89-90).

The course contents focus mainly on improving the four skills of language use by taking care of situations for training the technical students to learn their subjects through English and perform their professional activities using English. A detailed examination of the course contents of the English followed by the colleges affiliated to the two universities under the present study reveals that the focus of the course is on improving the skills of listening, speaking, reading and writing. Grammar and vocabulary too have received a great deal of attention. The details are presented in Table

Course Content

English is prescribed for the I B. Tech students only till the 2009-2010 batches. From 2010-2011 academic batches, English is prescribed for all five semesters. The reason is till then the first B. Tech academic plan has been yearly pattern. The JNTUK has revised the academic pattern for the I B. Tech students by introducing Semesters system.

JNTUK & ANU
Vocabulary and Grammar
To equip oneself with adequate words to be used in appropriate contexts
To use words to perform their grammatical functions in different expressions
To adopt methods of word function in English for understanding words
Language Skills

The	To speak with peers on simple items of knowledge
	To listen to personal and media presentations on technological developments and applications
	To comprehend science texts by intensive reading
	To express in writing the professional needs and wants
Communication	
	To communicate with the fellow employees at different levels

course material for English consists of two textbooks for the four semesters and communication practice in the fifth semester. The books incorporates vocabulary, grammar, reading and writing exercises as a special focus with listening and speaking integrated into the exercises in the texts. The activities in the textbook show a strong leaning to an interactive methodology.

In the colleges affiliated to ANU, English is introduced for the I. B. Tech students only. The course material envisages the development of cognitive competencies, language skills and social communication. The prefaces of the textbooks elaborate the general objectives of the curriculum:

Table-4

The expected scheme of work is a maximum of 54 periods for teaching English per semester for each B. Tech. course and 54 periods are allotted for practical classes. The suggested scheme of work along with the Weightage of marks, which might be modified as per requirement, is given in the below Table

Overview of the Textbook

An analysis of the overview of the textbook shows that the course material incorporates some of the linguistic features listed by the register approach to EST. Ewer and Hughes-Davis (1972) identified certain structures that they felt were found in science texts and the same features are found in the prescribed textbooks of English for engineering students. These textbooks are prepared for use in the classrooms to achieve the objectives mentioned earlier. Although passages are used to provide appropriate context for developing the competencies listed, they provide only the background from where the students are expected to initially achieve the cognitive objective to gain proficiency in the use of English language only for becoming competent engineers.

In the note to the teacher, the principle of teaching on which the course material has been prepared is stated clearly. Teachers of English have to use the textbooks as a teaching aid to help students acquire knowledge and skills for application in real life.

Teachers are free to use passages of their choice as and when required while using the prescribed textbooks. More interactive sessions enabling the students to adopt task learning are advised. Hence, teachers have to formulate appropriate tasks as additional or alternative learning experiences for the students. An overview of the organization of the material in the textbooks can be seen in the below Table:

Units	JNTUK	ANU
Vocabulary	Formation of sentences Word Order Paragraph Writing Synonyms Antonyms	List of 100 basic words Antonyms Paragraph Writing Technical Terms Correction of Sentences Idioms One word Substitute
Grammar	Parts of Speech Articles Punctuation Kinds of sentences Structure of sentences	Parts of Speech
Reading	Reading Comprehension	Reading Comprehension
Writing	Letter writing Email Essay & Argument Writing	Letter writing Essay Writing Email
Listening & Speaking	Situational Dialogues	Situational Dialogues

Table: 5

(Refer Annexure: 1&2)

Evaluation Procedure

Evaluation is done by means of a test. Most of the tests are conducted to assess student learning at the end of each semester. The pattern of evaluation followed by the two universities vary to a certain extent as mentioned below in the Table

JNTUK	ANU
Two Mid Exams	Three Mid Exams
Best of the two-20M	Best of the two - 20M
Attendance- 5M	Attendance-5M

Internal Total-25M	Internal Total-30M
Externals Exam- 75	Externals Exam- 75

Table: 6

English Language Communication Skills Laboratory

Lab manuals are prescribed for the Engineering students to help them practice listening, speaking and reading skills. The practical sessions are introduced to remedy the often neglected area of language skills- Listening and Speaking. They build the confidence of the students in using English and help them to lose inhibitions in the speaking skills. The students learn the rules of pronunciation and practice different sounds of English language through the study of sounds-Phonetics. Fluency is encouraged more than accuracy in the practical sessions to lessen the inhibition of the students. Real life Situations are created for negotiation of meaning and social interaction so that the learners perceive a communicative competence.

Objectives of Practical Classes

The practical sessions in the English laboratory incorporates the principles of communicative approach. The students learn a lot by practicing several oral activities and thereby enhance their speaking skills. The activities are task-based and skill-oriented. A range of language functions of particular relevance to Engineering and Technology are exemplified in the manuals for reading and listening.

Listening practice is provided in the laboratory wherein the students fill in spaces while listening to the conversations or lectures played on the compact disks. The learners are somewhere between the beginner and the intermediate stage. As they come from varying media of instruction they exhibit severe inhibitions to speak in English. Hence a functional approach is found in the manuals prescribed by both the two universities under the present study.

Overview of the Units of Laboratory Manual

Units	JNTUK	ANU
Listening	Dialogues Phonetics	Phonetics
Speaking	Speeches Role Plays Group Discussions Mock Interviews	Debate Paper Presentation Extempore Group Discussions Interview Skills

		Telephonic Skills
Reading	Comprehension Passages	Reading Skills
Writing	Observation books Records Exams	Resume Preparation Observation Books Records Exams

Table: 7

Evaluation of Practical Work

The evaluation of the performance of the students takes into consideration, the fluency, accuracy and appropriateness of the students in using the language in its functional aspect. Evaluation is done during the course of study and these marks are called internal evaluation marks. The end examination is conducted in the presence of an external examiner. The evaluation pattern adopted by both the universities is same.

The evaluation is done in batches of students in different sessions. External examiner overviews the examination process and allots marks to the students basing in their performance.

Listening skills are tested where in the students have to listen to the speech or a dialogue from the suggested software installed in the laboratory. The students have to fill in their responses on their task sheet which provides questions on the input that is heard.

Reading skills are tested by making the students read aloud a passage picked randomly by the examiner for their comprehension of the passage. Students' Speaking skills are evaluated by making them participate in group discussions, role plays and debates.

As for the laboratories are concerned, it is left to the institution to plan and establish its own laboratory with whatever facilities are available on hand. Much is left to the ingenuity of the English teachers. As a result variations to the planning and the execution of the practical sessions are observed by the present study.

Therefore, a review of the ELT situation in the Engineering colleges of A.P is done to understand the conditions under which the English teachers and the students function. English is used as the medium of instruction. It is found that factors like vernacular background, poor previous training in the use of English, the age of the students and their proficiency levels influence the vocabulary standards of the engineering students. Curriculum of the B. Tech students in the colleges of the two universities under the study has been analyzed. It is evident that ample importance is laid on the acquisition of vocabulary for the students through their syllabus.

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